

Tier 3 Addendum – Spanish

IPTS Standard	0	1 - Unsatisfactory	2- Basic	3 – Proficient	4 - Exceptional
			<i>Expected Range</i>		
<p>3a: Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments. 3a.</p>	Not Observed	Fails to demonstrate an understanding of key principles of language acquisition and creates linguistically and culturally rich learning environments.	Occasionally, demonstrates an understanding of key principles of language acquisition and creates linguistically and culturally rich learning environments.	Consistently demonstrates an understanding of key principles of language acquisition and creates linguistically and culturally rich learning environments.	Consistently Demonstrate an understanding of key principles of language acquisition and creates linguistically and culturally rich learning environments. Demonstrates accurate understanding of student diversity, (second language acquisition, exceptional needs and learners’ background knowledge). Systematically seeks knowledge about learners from multiple sources.
<p>3b: Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student. 3b</p>	Not Observed	Lacks knowledge of theories and philosophies of learning and human development. Minimal knowledge about how students learn.	Occasionally demonstrates knowledge of theories and philosophies of learning and human development. Occasionally applies theories to the whole class rather than to individual students.	Regularly demonstrates appropriate knowledge of theories and philosophies of learning and human development. Applies theories to individual and groups of students.	Demonstrates extensive knowledge of theories and philosophies of learning and human development. Observes learners and seeks resources to adjust teaching. Systematically seeks out information about the learner from several sources. Uses information about learner interest to engage learners in a variety of learning experiences to capitalize on strengths and build on weaknesses.

Tier 3 Addendum – Spanish

<p>2a: Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.</p>	<p>Not Observed</p>	<p>Material presented is factually inaccurate, student errors and misconceptions are not corrected. Organization, explanation and presentation of the content frequently contributes to confusion. Meaningful applications to real life are not attempted. Fails to demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.</p>	<p>Occasionally demonstrates knowledge in the discipline but is unable to determine key concepts and relationships. Organization, explanation and presentation of the content contributes to confusion, attempts at application to real life are made. Attempts at appropriate interdisciplinary connections are apparent. Occasionally demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.</p>	<p>Material presented is factually accurate, student misconceptions are regularly addressed. Organization, explanation and presentation of the content is adequate. Frequent attempts at application to real life are made, and some are successful. Frequent attempts at appropriate interdisciplinary connections are apparent, and some are successful. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.</p>	<p>Material presented is factually accurate, student misconceptions and errors are discussed and accurate conceptual understandings are developed. Organization, explanation and presentation of the content contribute to student understanding.. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.</p>
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Tier 3 Addendum – Spanish

<p>4c: Use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</p>	<p>Not Observed</p>	<p>Does not know how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines. Demonstrates an inability to use technology to support instruction and enhance student learning. Little to no understanding of appropriate pedagogy. Fails to use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</p>	<p>Minimal attempts at accessing the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines. Struggles with fluency in technology systems, does not use technology to support instruction and enhance student learning or uses technology inappropriately. Limited use of appropriate pedagogy. Minimal ability to use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</p>	<p>Knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines, evaluates and modifies instructional resources for comprehensiveness and accuracy. Demonstrates fluency with technology, attempts are made at using technology to support instruction and enhance student learning. Uses the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</p>	<p>Regularly accesses the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines, accurately evaluates and modifies instructional resources for comprehensiveness and accuracy Demonstrates fluency in technology systems, uses technology appropriately to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines. Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. Regularly uses the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</p>
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Tier 3 Addendum – Spanish

<p>2b: Demonstrate understanding of linguistics and the changing nature of language, and compare language systems. 2b</p>	<p>Not Observed</p>	<p>Fails to understand the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. Fails to demonstrate understanding of linguistics and the changing nature of language, and compare language systems.</p>	<p>Occasionally demonstrates understanding of the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. Occasionally demonstrates understanding of linguistics and the changing nature of language, and compare language systems.</p>	<p>Understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. Demonstrates understanding of linguistics and the changing nature of language, and compare language systems.</p>	<p>Understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. Creates opportunities for students to learn, practice and master academic language in their content. Demonstrates deep understanding of linguistics and the changing nature of language, and compare language systems.</p>
<p>4a: Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages(2015) and their state standards and use them as the basis for instructional planning</p>	<p>Not Observed</p>	<p>Lesson plans are unorganized and not aligned to instructional outcomes. Objectives are not relevant, student centered or measurable. The outcomes represent low expectations and lack rigor. Fails to demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and uses them as the basis for instructional planning.</p>	<p>Lesson plans are organized. Occasionally elements of the lesson plan are aligned to instructional outcomes. Often, objectives are not meaningful, student centered or measurable. Outcomes represent moderate expectations and rigor. Occasionally demonstrates an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and uses them as the basis for instructional planning.</p>	<p>Lesson plans are organized. All elements of the lesson plan are aligned to instructional outcomes. Sequences and learning experiences are generally linked to student centered measurable objectives. Most outcomes represent high expectations and rigor. Demonstrates an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and uses them as the basis for instructional planning.</p>	<p>Lesson plans are organized. Lesson plans demonstrate an ability to use the curriculum and content standards to identify measurable objectives. Sequence and learning experiences are linked to student centered measurable objectives. The content is relevant and meaningful to all learners with high expectations and rigor for all learners. Demonstrates an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and consistently uses them as the basis for instructional planning.</p>

Tier 3 Addendum – Spanish

<p>4b: Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.</p>	<p>Not Observed</p>	<p>Learning tasks are poorly aligned with outcomes. Lesson structure is confusing. Instructional time is rarely maximized for student engagement. Significant instructional time is lost during transitions. Pace of lesson(s) is not appropriate. Fails to integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.</p>	<p>Learning tasks are occasionally aligned with outcomes. Lesson structure is acceptable. Instructional time is often not maximized and lost during transitions. Pace of lesson could be improved. Occasionally integrates the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice</p>	<p>. Learning tasks are often aligned with outcomes. Lesson structure is appropriate. Students are engaged for the majority of the instructional time. Limited instructional time is lost during transitions. Pace of lesson is appropriate. Integrates the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.</p>	<p>Learning tasks are fully aligned with outcomes. Lesson structure is appropriate. Instructional time is maximized time for student engagement. Minimal instructional time is lost during transitions. Pace of lesson maximizes learning. Consistently integrates the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.</p>
<p>1c: Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.</p>	<p>Not Observed</p>	<p>Regularly struggles with standard conventions in written and oral communication. Fails to present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.</p>	<p>Occasionally struggles with standard conventions in written and oral communication. Occasionally, presents oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.</p>	<p>Regularly models standard conventions in written and oral communication. Presents oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.</p>	<p>Consistently models and encourages learners to use standard conventions in written and oral communication. Consistently presents oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.</p>
<p>2c: Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary Topics 2c,</p>	<p>Not Observed</p>	<p>Fails to demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.</p>	<p>Occasionally demonstrates understanding of texts on literary and cultural themes as well as interdisciplinary topics.</p>	<p>Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.</p>	<p>Demonstrates deep understanding of texts on literary and cultural themes as well as interdisciplinary topics.</p>

Tier 3 Addendum – Spanish

<p>5a: Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>Not Observed</p>	<p>Assessments are not aligned to outcomes. Students are not aware of assessment criteria. Little monitoring of student learning. Feedback is absent or poor quality. No self-assessment or peer assessment. Fails to design and use ongoing authentic performance assessments.</p>	<p>Occasionally assessments are partially aligned to outcomes. Students are not always aware of assessment criteria or criteria is not clear. Monitoring of student learning and feedback is inconsistent. Formative assessment used but needs improvement. Occasionally Design and use ongoing authentic performance assessments.</p>	<p>Assessments are often aligned to outcomes. Students are often aware of assessment criteria. Monitoring of student learning is regular and feedback is consistent. Formative assessments are planned, and regular. Designs and uses ongoing authentic performance assessments</p>	<p>Assessments are aligned to outcomes Students are aware of assessment criteria. Monitoring of student learning is regular, feedback is consistent and high quality. Formative assessment is regularly planned and used for meaningful purposes. Teacher designs or adapts a variety of formative assessments, matches learning goals with assessment tools, gives learners multiple practice assessments to promote growth, and differentiates assessments.</p>
<p>5b: Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p>	<p>Not Observed</p>	<p>Assessment data is not used to make decisions for adjusting instruction to meet the needs of each student.</p>	<p>Assessment data is occasionally used to make decisions for adjusting instruction to meet the needs of each student.</p>	<p>Assessment data is accurately and regularly used to draw conclusions about learner progress toward learning objectives. Monitors each student's progress and provides feedback.</p>	<p>Accurately uses data from multiple assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction. Monitors each student's progress and keeps records to support the analysis and reporting of learner progress. Provides criteria for learner assignments. Points out student strengths and area for improvement against criteria Engages students in reflection on the quality of their work.</p>

Tier 3 Addendum – Spanish

<p>5c: Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.</p>	<p>Not Observed</p>	<p>Resists collaboration with school personnel in teams, co-planning and co-teaching. Relationships with colleagues are negative. Fails to contribute to a positive climate and a shared sense of values and purpose for the school. Fails to engage in appropriate collaboration and relationship development with the family of each student. Communication about student progress is minimal with no response to parents concerns, or inappropriate response.</p>	<p>Occasionally collaborates with all school personnel in teams, co-planning and co-teaching, including IEP meetings, and participation on instructional teams. Occasionally contributes to a positive climate and a shared sense of values and purpose for the school. Occasionally makes attempts to collaborate with families of each student. Occasionally communicates information to families about student progress. Limited responses to parents' concerns. (</p>	<p>Regularly collaborates with all school personnel in teams, co-planning and co-teaching, including IEP meetings, and participation on instructional teams. Contributes to a positive climate and a shared sense of values and purpose for the school. Volunteers to participate in school events and makes significant contributions. Regularly engages in collaboration and relationship development with the family of each student. Information is frequently communicated about student progress and teacher responds to parent concerns.</p>	<p>Collaborates with all school personnel in teams, co-planning and co-teaching, including IEP meetings, and participation on instructional teams. Contributes to a positive climate and a shared sense of values and purpose for the school. Reflects upon feedback from colleagues to evaluate the effects of his/her actions on learners, colleagues and community. Seeks assistance in identifying general patterns of need to support language learners. Engages in collaboration and relationship development with the family of each student. Information is regularly communicated about student progress. Parent concerns receive responses. The teacher elicits information about learners from families and communities. Ongoing communication supports learner development and growth.</p>
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Tier 3 Addendum – Spanish

<p>6c: Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.</p>	<p>Not Observed</p>	<p>Fails to model professional behavior and dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect). Fails to use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.</p>	<p>Inconsistently models professional behavior and dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect). Inconsistently uses inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.</p>	<p>Consistently models appropriate dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect). Uses inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.</p>	<p>Consistently models and excels in appropriate dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect). Regularly uses inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.</p>
<p>6b: Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.</p>	<p>Not Observed</p>	<p>Does not engage in advocacy for students and families even when it is appropriate to do so. Fails to articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholder.</p>	<p>Occasionally engages in advocacy for students and families, some opportunities for engagement are missed. Occasionally articulates the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.</p>	<p>Engages in legal and ethical advocacy for the learning and well-being of each student and family. Articulates the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.</p>	<p>Engages in legal and ethical advocacy for the learning and well-being of each student and family. Acts in accordance with ethical codes and standards, complies with laws and policies related to learner rights Is a strong advocate by regularly articulating the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.</p>

Tier 3 Addendum – Spanish

<p>6a: Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</p>	<p style="text-align: center;">Not Observed</p>	<p>Does not engage in professional development activities and resists feedback. Fails to demonstrate leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession.</p>	<p>Resists professional development activities and resists feedback. Rarely demonstrates leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession.</p>	<p>Participates in professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice. Regularly demonstrates leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession.</p>	<p>Engages in professional development activities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice and accepts feedback. Makes practice transparent by sharing plans and inviting observation and feedback. Demonstrates outstanding leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession.</p>
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Student Teacher Name: _____ Date: _____

University Supervisor Name: _____ University Supervisor Signature: _____